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ABSTRACT

The Central Texas College Europe Campus (CTCEC), in Hanau, Germany, provides associate degrees for American Armed Services personnel stationed in Europe. Between 1980 and 1990, part-time faculty at CTCEC increased from 60% to 80%. In order to meet the training needs of this growing number of adjunct faculty, a Committee for Professional Development was established, comprised of two full-time faculty, four part-time faculty, two students, and one administrator. To assist in developing a professional development plan, the committee contacted other institutions, conducted a literature review, and examined student course evaluations. In addition, a survey was sent to 45 full-time faculty, 171 part-time faculty, and 12 administrators, of whom 163 responded for a 71% response rate. The survey showed that the professional development program should emphasize student assessment, teaching methodology, and curriculum up-dating. The student course evaluations indicated discrepancies in evaluation procedures, lack of creativity in presenting instructional materials, and concerns about the currency of the curriculum. The first three development workshops, presented by CTCEC in March 1989, addressed test construction techniques, time management, and lesson planning. The next series of workshops examined syllabi and textbook reviews, computer literacy, and classroom discussion techniques. While major equipment acquisitions are still not possible, limited funds for faculty to take courses at other institutions are now available. Faculty feedback and student evaluations indicate that the program is achieving its goals. The survey instrument is included. (PAA)

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PART TIME FACULTY STAFF DEVELOPMENT MODEL FOR THE NINETIES

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Presented at the Conference
"Enhancing the Quality of Teaching in
Colleges and Universities"

Charleston, South Carolina
February 1-3, 1991

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Faced with tight budgets and declining resources in the nineties, postsecondary institutions nationwide are trying to practice fiscal creativity in a variety of different ways. One of the prevailing methods of cost containment is the practice of hiring large numbers of part time faculty because they are often paid at a lower rate than full time faculty. This trend has resulted in a 164 percent increase in part time faculty between 1970 and 1988, compared to an increase of 37 percent among full time faculty. Part time faculty and graduate assistants currently perform approximately forty percent of all undergraduate instruction in colleges and universities in America (Nielsen and Polishook, 1990). The National Center for Educational Statistics reported that in 1987, 47 percent of the nation's public community colleges faculty were part time.

Colleges and universities are pressured into using inexpensive substitutes for full time faculty for a variety of reasons. Uncertainty about student enrollments necessitates a degree of programming flexibility that only adjuncts can provide. Budgetary constraints make hourly employees whose duties begin and end in the classroom and who are denied employee

benefits, attractive substitutes for full time faculty. It appears that American higher education has established a routine practice of employing thousands of professionals at subprofessional rates of compensation, invested in them a major share of responsibility for conducting the educational enterprise and delimited the extent and depth of their services.

Some argue that the lower compensation rate for part time faculty is justified. Responsible only for classroom instruction, they do not engage in student counseling, participate in faculty committees nor do they have mandatory office hours. They are free to engage in other enterprises, something often denied the full time faculty members.

In the latest survey conducted by Minnesota Community College Faculty Association (MCCFA) it was determined that 51 percent of the faculty did not work outside the community college system and that 55 percent of the part time faculty were women. Most part time faculty reported that they were satisfied with their teaching experience; however, they were disenchanted with the lack of employment benefits and the lack of participation in the governance of the institutions where they worked.

The rapid growth of part time faculty and issues associated with that phenomenon have become important for Central Texas College Europe Campus, a community college providing associate degree programs to the members of the United States Armed Forces in Europe. The ratio of full time to part time faculty has changed from forty percent full time to sixty percent part time in 1980, to twenty percent full time to eighty percent part time in 1990. The changes were largely caused by enrollment uncertainties and a variety of fiscal constraints imposed on the college by the Department of Defense.

The adjunct faculty of the Central Texas College Europe Campus has certain characteristics which set it apart from its peers in the postsecondary institutions in the

United States. Most are military officers who do not have aspirations of becoming academics, although as members of the college faculty, they must meet the standards established by the college, the state and the accrediting association. There is also a large number of qualified military retirees who are interested in teaching as a second career. A disproportionate constituency of part time faculty had caused several issues to become major concerns. Among them is the issue of quality. Is instruction provided by an adjunct faculty member of the same quality as that provided by full time faculty? And, what can the college do in order to ensure that part time faculty is given opportunities to provide the best quality instruction to students?

One of the ways to improve instructional quality is through staff development. The administration decided that a professional development program, based on the needs of faculty, administration and students, will provide practical and meaningful opportunities to improve instruction and strengthen the role of part time faculty within the college.

A Central Texas College Europe Campus Committee for Professional Development was formed consisting of two full time faculty, four part time faculty, two students, one administrator. It was chaired by the director of academic programs. The group was charged with developing and implementing a professional development program for the faculty of Central Texas College Europe Campus.

The first task was to identify similar programs used by other American institutions in Europe and in the United States. The committee members accomplished this by contacting the appropriate members of the other colleges and universities and by reviewing the existing literature. The results were disappointing. The peer institutions in Europe did not have programs that could be considered as desirable models. In reviewing literature,

the most appropriate information emerged from a study by Clark (1985) in which he stated that approximately 60 percent of the 2,600 accredited institutions surveyed claimed they had some sort of a program which can be loosely defined as professional faculty development. Four factors were identified as prevailing elements of the practices among these institutions. They are faculty involvement, instructional assistance, traditional practices and emphasis on faculty assessment. McKeachie (1986) points out that most colleges and universities have some faculty development meaning help in: improving teaching, workshops for development of additional skills, offering technical or financial assistance for career changes, and suggesting additional sources of information.

At the conclusion of the literature review it was evident that most institutions are left up to their own devises in designing a professional development plan. No significant theoretical models were found to exist for the development of professional development programs. Based on this finding, the committee decided to develop its own model.

The members decided that the professional development plan should focus on several different areas. First, it should provide for the immediate needs of the faculty. Second, it should afford opportunities for continued professional education. Third, it should offer opportunities for technical/occupational up-grading. Fourth, it should address the personal needs of the faculty and staff.

Data had to be collected in order to devise a professional development plan that included these components. The best way to accomplish this was through a survey questionnaire that was sent to the entire faculty and all the administrators. The responses provided a foundation for further development. Student input was obtained through the analysis of a large sample of student course evaluations.

A twenty seven item questionnaire was composed of questions related to immediate needs, professional requirements, occupational up-grading and personal interests. Questions related to the institutional mission and development and to the personal goals of the respondents were also included. The questionnaire was mailed to 228 individuals: 12 administrators, 45 full time faculty and 171 part time faculty members.

Anonymity of the respondents was protected by requiring that only the category of employment, program designation, and length of employment with the Central Texas College Europe Campus be identified. Responses form 163 (71%) individuals were received.

The results showed that the areas of greatest emphasis in the professional development program should be student assessment, teaching methodology, and curriculum up-dating. Next in importance were opportunities for increasing disciplinary knowledge and for studying topics of personal interest. The least clear were areas related to the institutional mission and to the role of the respondent within the college.

Student responses collected from classroom evaluations clearly indicated discrepancies in evaluation procedures, lack of creativity in presenting instructional materials and concerns about the currency of the curriculum. These responses seemed to parallel the results of the faculty questionnaire.

Ranking the results in order of priority was the next step. Specific workshop topics were identified based on the responses to the questionnaire and also from the additional feedback solicited from the faculty committees in the various disciplines.

Possible workshop topics in the area of student assessment were identified as competency based evaluation, test construction strategies and defining learning outcomes. It was decided that teaching methodologies should focus on classroom discussion techniques,

lesson planning and integration of technology. Replacing textbooks, revising syllabi, providing more state of the art equipment and changing some courses in the existing programs were among the most important issues related to the up-dating of curriculum.

In order to keep current in their respective fields, the faculty suggested that the college make available financial support for taking advanced courses at other institutions, that it arrange for seminars and workshops with "experts," and that it allow the faculty to participate in industry's occupational/technical programs. Topics of personal interest were numerous. Among top three were time management, computer literacy and interpersonal skills.

In responding to the questions related to the college mission and to the role of the instructor in the institutional structure, the faculty indicated that more information was needed. An administrative workshop dealing with these two issues was planned for integration in the professional development program.

The proposed workshops represented a very comprehensive program which required considerable resources and time to develop. In order to accomplish its goal without loosing momentum the committee decided to devide the work in segments and to seek additional help. The first three workshops were developed with the assistance of faculty and administrators. The director of Academic Programs headed the group responsible for creating the workshop in testing; an outstanding part time faculty member from the Applied Management Department chaired the classroom discussion group; and a full time faculty member from the Computer Science Department was in charge of the computer literacy workshop. The groups had three to five members each.

The committee discovered that additional workshops could be made available by tapping the existing resources of the Europe Campus. Many individuals agreed to contribute and become involved in the professional development program. The director of Administrative Services had prepared a time management workshop for presentation to community groups. The associate dean of Student Services already had a presentation about the college which was used at general information and promotion briefings. The presentation included information about the college mission, student demographics, history of the institution, and basic policies. Several faculty members who had recently attended seminars on occupational/technical up-grading agreed to share their knowledge and materials with others.

The first three workshops were presented six months after the formation of the committee for professional development. They were test construction techniques, time management, lesson planning. The next series of workshops involved syllabi and textbook reviews, computer literacy and classroom discussion techniques.

Some of the professional needs of the faculty required fiscal commitment on the part of the college. For example, buying more state of the art equipment, providing resources for faculty to take courses at other institutions and integration of instructional technologies were among the high cost areas. Proposals have been written to the administration by the committee on how best to provide for these needs within the constraints of the budget. So far, limited funds for taking additional courses have been made available through the Employee Upward Mobility Program. Major equipment acquisitions are still not possible. Integration of technology has been slow due to the many restrictions imposed by the European telecommunication systems and to lack of funds. However, limited training is

being provided by the director of Automation Services. Faculty who are involved in technology on individual basis are sharing their projects and ideas with others.

The professional development program was begun in September 1988. In March 1989 the first three workshops were presented to the faculty of Central Texas College Europe Campus. Additional three workshops were available in May 1989. Curriculum projects were begun in December 1988 and they continue to exist. The committee for professional development is still functioning even though some of the members have changed.

The program is administered in accordance with a schedule established by the committee and approved by the administration. Two different workshops are presented every month in two separate locations. This is the best format for the Europe Campus faculty who are widely dispersed. Workshops can also be requested at any time by the administrators or department managers. Most presentations are on Friday afternoons or Saturdays. The attendance has ranged from 42 to six. Attendance is not mandatory, but it is strongly suggested. The compensation has consisted of travel pay and free lunch for the participants. There are also arrangements for compensatory time for the full time staff.

Feedback from faculty indicates that they are very supportive and enthusiastic about the program in spite of the lack of monetary rewards. The morale of those who have participated in the program seems very high. They feel more a part of the organization, and more importantly, they seem to feel more confident about teaching. Student evaluations also indicate more satisfaction with instruction.

The effects of the program are being monitored by the director of College Programs. Student course evaluations, supervisory evaluations of faculty performance and faculty

evaluations of the various workshops are being collected to determine the effects of the program. In June 1991, all data will be analyzed by the committee and a report will be presented to the dean.

As the institutions enter the nineties one of the challenges they face is the increasing number of part time faculty in their institutions. The questions of quality, which is often associated with this condition, will force the institutions to take an active role in providing accountability to the external constituencies. A professional development program, based on the needs of faculty, students and administration is one way of helping the part time faculty provide the best quality instruction possible.

Institutions are advised to create their own models of the professional development programs in a meaningful and systematic way. Just conducting workshops is not enough. There must be a sound theoretical basis that underlies the entire enterprise which will give it meaning and credibility. Only in this way will the institutions be able to provided evidence of effectiveness and accountability to students and the American public.

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CENTRAL TEXAS COLLEGE EUROPE CAMPUS

PROFESSIONAL DEVELOPMENT PROGRAM

QUESTIONNAIRE FOR FACULTY

The purpose of this questionnaire is to obtain information about professional development activities in areas relating to teaching needs, personal interests, competency in the teaching discipline, occupational/technical up-grading, and institutional development. The data gathered in the questionnaire will be used in planning a program of activities which will support the needs of the faculty.

Please complete the top part of the questionnaire. Prioritise each item in the specific sections by designating number one (1) as the highest. Feel free to add any additional comments at the end of the questionnaire.

Upon completion, please return the questionnaire to the regional office or to the director of College Programs.

Position _____ Status: full time____ parttime____

Program/ discipline _____ Yrs. of teaching experience _____

Length of employment with CTC _____

INSTRUCTION

Lesson planning _____
Teaching methods _____
Evaluating student performance _____
Using technology in teaching _____
Adult education theory _____
Other topics _____

CURRICULUM

Up-dating curriculum _____
Creating new courses _____
Evaluating resources _____
Matching existing resources
to the curriculum _____
Other topics _____

DISCIPLINE/TECHNICAL AREA

Related knowledge up-dating _____
Skills up-dating _____
Other topics _____

PERSONAL DEVELOPMENT

Computer literacy _____
Financial planning _____
Interpersonal skills _____
Stress management _____
Time management _____
Other topics _____

INSTITUTIONAL MISSION

History and mission of the college _____
Administrative procedures _____
Your role in the college _____
Other topics _____

Comments_____